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ABSTRACT

The guide, part of a series of committee reports relating to school band performance, organization, and equipment needs, is intended to assist band directors as they develop band music schedules. Major objectives of the handbook are to present attitudes of band directors and administrators toward scheduling and to offer scheduling suggestions. The document is presented in four sections. Sections I and II review band directors' responses to surveys undertaken by the ASBDA in 1974 and 1975 to find out how good schedules are developed. Section III examines responses to a 1975 ASBDA survey to measure administrator attitudes toward band music programs, band directors' requests for flexible scheduling, band students' individual and group needs, and scheduling problems resulting from mixed grade level bands. Generally, supervisors indicated positive attitudes toward band music programs in their schools. Section IV relates 19 band and music education schedules used in junior and senior high schools throughout the United States. For each schedule, information is given on city population, level, staff, band enrollment, school enrollment, length of class, scheduling conflicts, and participation limitations. Included in the report is a list of band directors to contact for additional scheduling information. (Author/DB)

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A Handbook on Scheduling the Band: Data Based on Attitudes and Techniques of American School Band Directors and Administrators Surveyed 1974 and 1975.

ED157829

AMERICAN SCHOOL BAND DIRECTORS ASSOCIATION

Alvin E. Bohms, President

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RESEARCH COMMITTEE REPORTS

for the

23rd ANNUAL CONVENTION

BEST COPY AVAILABLE

COLUMBUS, OHIO

December 27 - 30, 1975

SP 011 039

General Chairman of Research

Gerald L. Bartlett – East Lansing, Michigan

AMERICAN SCHOOL BAND

DIRECTORS' ASSOCIATION

A

HANDBOOK

ON

SCHEDULING THE BAND

DATA BASED ON

ATTITUDES AND TECHNIQUES

OF

AMERICAN SCHOOL

BAND DIRECTORS AND ADMINISTRATORS

SURVEYED

1974 AND 1975

Gerald L. Bartlett

Research Coodinator

CO-CHAIRMEN

JERRY D. CARLSON - MINNESOTA

GENE D. SLAYTER - OREGON

AUGUST, 1975

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FORWARD

This publication has been prepared to bring to your attention some of the problems of scheduling the school band and, hopefully, some practical solutions.

The study covers a period of two years and includes band directors' attitudes (1974 study) as well as practical suggestions made by administrators and band instructors in the 1975 research study.

Included in the current survey are conclusions reached by the 1975 committee. It is through the efforts of the 1974 and 1975 committees that this publication is available for use by members of the American School Band Directors' Association and the administrators concerned with the scheduling of school bands in the public schools.

The co-chairmen of this research project are keenly aware that all scheduling problems cannot be solved simply with publication of a survey. These problems can be resolved by the director and his or her administrators. We believe that mutual respect is vital and that communication is essential before scheduling problems can begin to be resolved.

Perhaps, through the use of some of the data and practical and ideal schedules presented in this study, some ideas and solutions to scheduling problems can be presented. This, friends in A.S.B.D.A., is our hope.

A HANDBOOK FOR SCHEDULING THE SCHOOL BAND

INTRODUCTION

It seems to be a never-answered question: How does one develop a good, workable band music schedule? Each year directors, as well as administrators, are faced with this problem.

Members of the American School Band Directors' Association have, in most instances, developed quality programs. Their success would not be possible without practical, educationally sound schedules which meet the instructional needs of students.

These schedules were not developed through some new and exciting procedure. They came about, in most cases, through the efforts of concerned, dedicated band directors working with administrators in a cooperative, thoughful process to develop a sound educational program for kids.

Mutual understanding and respect as well as open lines of communication are, we believe, most important principles underlying the development of a successful band music schedule.

Space limitations make it impossible to give credit to all who have helped with this study. Committee members, generous in their helpful suggestions, are listed in the 1974 and 1975 A.S.B.D.A. Handbooks.

Remember, you can't copy a schedule and expect it to work in your own teaching situation. You must gear your schedule to your community, your school, to the educational philosophy of your administrators, and, perhaps most important of all, to your beliefs about music

education and the vital contribution it can make to the lives of the students you teach.

Jerry D. Carlson
Minnesota

Gene D. Slayter
Oregon

Co-Chairmen SCHEDULING THE SCHOOL BAND

SCHEDULING THE SCHOOL BAND

DIRECTORS' RESPONSES 1974

Jerry D. Carlson
A.S.B.D.A.
Director of Bands
Columbia Junior High School
Columbia Heights, Minnesota

Assisted by
The Columbia Junior High School Band Council, 1974

AMERICAN SCHOOL BAND DIRECTORS ASSOCIATION
RESEARCH COMMITTEE
ON
SCHEDULING THE BAND
JUNE 1974

Carlson, Jerry - Minnesota (Chairman)
Hall, Jay - Ohio
Huffer, Jerald - Oklahoma
Kelly, John - Indiana
Kriechbaum, Casimer - Ohio
Long, Jack - Pennsylvania
Maag, Robert - Nebraska
Peppel, Albert - Michigan
Stamstead, Walter - Wisconsin
VanDerPuy, Cornelius - Michigan
Williamson, Jack - Illinois

A.S.B.D.A. RESEARCH COMMITTEES
Alvin Bohms - Michigan
Coordinator

INTRODUCTION

The Committee on "Scheduling The Band - 1974" has made a national survey. The survey questions were what our committee felt needed to be asked.

The main idea here was: How is a good schedule developed? If the questions seemed obvious, then this is something we had to learn. The majority of the

questions were answerable by a yes or no. This is limiting. Many respondents wrote in alternative answers which helped greatly.

This report should be studied with complete reservation because: 1) I was too dictatorial with this committee. 2) I compiled the final raw data. However, time was running out and I wanted a start, on paper, for the 1974 Convention.

Jerry D. Carlson, Chairman

OBJECTIVES - JANUARY 15, 1974

1. To find what factors develop a successful band schedule.
2. To discover what blocks a band schedule from becoming successful.
3. To discover trends in the present and coming years in:
   a. Course balance in curriculum.
   b. 6, 7 period day, length, mods.
   c. Who is in trouble with contact time (Elementary, Junior High, Senior High).
   d. The band movement.
   e. Is band curricular?
4. To discover if good scheduling for band is related to good scheduling for all classes.
5. To explore using students as teacher aids.
6. To provide scheduling information for the 1974 Convention.

SURVEY DATA

1. 301 Surveys (30% of national membership) were sent from Minneapolis on May 17, 1974.
2. 142 Surveys (47% of 301 members surveyed) were returned on June 10, 1974.
3. 301 surveyed members were selected by:
   a. Number of members in each state.
   b. Cross section of length of membership.
4. States not answering:
   a. Alabama
   b. Alaska
   c. Idaho
   d. Kansas
   e. North Dakota
   f. South Carolina
   g. West Virginia
5. Apology is in order and extended to states missed in this survey due to chairman's error:
   a. Georgia b. Rhode Island c. Tennessee
6. 38 states answered or 80% (47 ASBDA States).
7. Membership represented in this survey:

Charter = 2	'58 = 1	'63 = 5	'68 = 8	'73 = 31
1954 = 2	'59 = 6	'64 = 13	'69 = 3	? = 1
1955 = 3	'60 = 7	'65 = 1	'70 = 5	
1956 = 8	'61 = 11	'66 = 12	'71 = 4	TOTAL = 142
1957 = 1	'62 = 0	'67 = 11	'72 = 7	

8. City population given in: T (1000's) and N (number of surveys in that population range).

T	N	T	N	T	N	T	N	T	N	
3	= 8	20	= 31	100	= 4	300	= 3	700	= 1	Over 1000 = 1
5	= 8	30	= 15	150	= 5	400	= 4	800	= 1	Not Given = 7
8	= 9	50	= 16	200	= 3	500	= 3	900	= 0	TOTAL = 142
11	= 9	80	= 13	250	= 0	600	= 1	1000	= 0	

9. Position of members surveyed:

Curriculum Specialist = 1
Curriculum & Director = 1
Resource Teacher & Director = 1
Coordinator = 2
Coordinator & Director = 21
Sr. High (10-12) = 44
Sr. High & Elementary = 4
Sr. & Jr. High (7-12) = 3
Sr. & Jr. High (6-12) = 13
Sr. High (9-12) = 4
Sr., Jr. & Elem. = 14
Sr. High & 4-8 = 1
Jr. High (7-9) = 6
Jr. High (7-8) = 6
Jr. High (5-9) = 11
Middle School:
(6-8) = 1
(5-8) = 2
Grades 6-7 = 1
Grades 4-8 = 1
Grades 5-6 = 2
No Information = 3
TOTAL = 142

10. Periods - Levels - Work Loads (These figures need a better survey)

AVERAGE FIGURES

A. No. of Students	Level	Actual No. of Schools	Period No.-Length		Average No. of Teachers
174	Jr. & Sr. High	32	6	55	1.4
		54	7	50	
		86 or 60%			
Lack of Data	Elementary	—	—	—	—

NOT AVERAGED

B. Modular	Level	No. of Schools	Mod - Length	No. of Teachers
Needs more Data	4-12	5	13 = 25 14 = 23 20 = 20 18 = 20 18 = 20	Needs more Data

C. Other Schedules	Level	No. of Schools	Period No. - Length		No. of Teachers
	6-12	4	5	60	——
	6-12	6	6	60	——

MAJORITY OF POSITIVE THEMES RUNNING THROUGH SURVEY

1. Produce then ask . . .
2. Build a band through constant work with parents and administration.
3. Start where you are and go from there.
4. Developing a good schedule depends on director's positive attitude.
5. In larger schools, scheduling bands back to back provides greater flexibility.
6. Band is not the only subject in the world - band is one part of music and a part of all other areas of life.
7. Avoid scheduling band against classes of one section.
8. Strong coordinator who has respect and authority, and close relationship with staff.
9. Band director must have open communications (which are positive) with principal, guidance, and parents.
10. Bands should perform as often as possible - this is the most genuine "P.R.".
11. Students want quality and the board of education wants a good return for its investment - you will receive support when these things are taken care of.
12. Specific scheduling is a local process.
13. Over 95% of the band directors surveyed teach band only and lessons. Some have orchestra and chorus and music related classes.

ITEM: There wasn't a band director surveyed that was doing minimum work, all were working long days and many nights and not complaining either!

MAJORITY AREAS OF CONCERN

1. Not enough teacher time allotted for elementary students.

2. Legislation dealing with fiscal policies is short-funding bands.
3. Legislation dealing with increased required classes and especially Physical Education, is hurting contact time.
4. Lack of definition of what band is? Is it extra-curricular, co-curricular, or academic?
5. Difficulty in getting band students out of class is increasing at all levels of instruction - elementary school in particular.
6. Use of music instructor in study halls is expensive use of unique training.

RECOMMENDATIONS

1. That this study serve as a starting point and be completed in 1975 - a study of this kind needs more time to complete.
2. That upon approval, next year's study seek more precise information on kinds of bands, ensembles, lessons, related music courses, students per teacher, students involved in music, number and length of periods, mods, for one school on the elementary, junior high, and senior high levels, individually. Also, the town's population - our study was not precise here.
3. It is strongly urged by those surveyed this year, to recommend that "ACADEMIC STATUS FOR BAND" become a research project for 1975. Such a study could add strength and equality to band and music in general - it has all the academic processes but they tend to be not on paper or are over-intellectulized.

CONCLUSION

At this time this committee wants to thank all of the ASBDA members who helped with this report, for their patience, spirit of cooperation, and support.

ATTACHED

Results of the survey for use next year, and a list of ASBDA members who have given their permission to be contacted for scheduling advice by the membership and next year's committee.

AMERICAN SCHOOL BAND DIRECTORS ASSOCIATION
Research Survey: Scheduling the Band, 1974

SENT: May 1974 RESULTS: June 1974 142=100%

I. APPROACHES TO GOOD BAND SCHEDULING:	% Yes	% No	% Other
1. Director must be able to educationally justify band as part of curriculum.	91	6	3
2. Are we listening to and meeting student educational needs?	72	23	5
3. Are we listening to and meeting student Human needs?	75	21	4
4. Principal should schedule band first.	77	18	5
5. Senior High, Grades 10-12, should have more than 6 periods per day.	81	18	1
6. Junior High, Grades 7-9, should have more than 6 periods per day.	81	18	1
7. Elementary Bands should meet 3 or more times per week.	80	19	1
8. Elementary Bands must be able to rehearse during the regular school day.	88	11	1

9. Are you aware of your state guide lines for music?	86	14	0
10. Do you know if your State Dept. of Education has a Music Coordinator?	87	13	0
11. If your state has a State Music Coordinator, does he or she have that department's sanctioned power to "correct and advise" local school boards and superintendents who might be "out of line"?	36	42	22
12. Do you know your state's guidelines for music and other subjects?	60	38	2
13. Do you know your school's interpretation of your state's guidelines?	63	32	5
14. Do you know your state's and school's "clock hours" requirements for band, orchestra, choir, general music?	76	21	3
15. The band director must have good communications with other staff members.	99	1	0
16. The administration must be aware of problems peculiar to band.	100	0	0
17. Make sure Advanced Math, Science and Foreign Language Courses don't conflict with band.	85	8	7
18. Arrange schedule with administration one semester prior to fiscal year.	89	8	3
19. Director must have sound, realistic, written objectives for classes / groups.	93	5	2
20. Director must work JOINTLY with parents, administration and guidance staff.	98	1	1
21. Good "P.R." helps better scheduling because of public support.	96	4	0
22. Large performing groups scheduled 1st will aid administrators in rest of their scheduling?	96	1	3

II. OBSTACLES WHICH MAKE BAND SCHEDULING DIFFICULT:

1. Do you find un-cooperative guidance personnel?	26	70	4
2. Are your guidance personnel "biased" as to the value of band".	29	66	5
3. Do you find your administration un-cooperative?	11	88	1
4. Is poor rapport with administration detremental to your program?	32	66	2
5. Instrumental music department understaffed?	53	46	1
6. Too few periods in the school day?	42	56	2
7. Scheduling "required" subjects the same time as band?	42	51	7
8. Do you find any attitude that band is a "frill"?	45	51	4
9. Do you feel that too many administrators were former coaches?	61	38	1
10. Have you worked with principals who were former coaches, who claimed that their P.E. training made them more able to be: objective, rational, organized and less emotional than other staff?	36	63	1
11. Administrators feeling music unimportant (i.e., no scheduling priority)?	26	73	1
12. Do you treat the talented and the less than talented equaly?	70	27	3
13. Is the administration aware that band crosses over grade lines?	89	6	5

14. Is the administration aware that band is a continuing program?	94	6	0
15. Is the administration aware that the band needs special housing?	92	6	2
16. Are you aware of other director's scheduling problems in your district?	87	11	2
17. The demands made of your principal by other departments?	78	19	3
18. Do you work for "good and proper" rapport with your administration?	94	2	4
19. HOW AWARE ARE YOU OF: "THE REQUIRED SUBJECT OVERLOAD" PLACED ON STUDENTS BETWEEN GRADE 5 THRU GRADE 10? Aware, yes. Not aware, no.	74	22	4

III. APPROACHES TO SCHEDULING BAND WHICH WOULD HELP OTHER SUBJECT AREAS TO BETTER UNDERSTAND THEIR OWN ROLE, AND THEIR RESPONSIBILITIES TO THE CHILDREN:

1. Are elementary schools made aware of time allotment for music?	81	18	1
2. We should work for development of (a) humanities curriculum.	81	12	7
3. We should have inter-disciplinary "work shops" meeting often.	70	25	5
4. Show how Scheduling Band First . . . hurts no program.	87	6	7
5. As you know, many school districts have K-12 curriculum committees. These committees usually consist of: A specialist in the K-12 area, Subject Area Coordinators, Administrators, Teacher Reps., Parents and Students. (It is this chairman's opinion that: "The more successful K-12 committees are those who are: 1. very open 2. where each person is respected as a specialist 3. where school, teacher, administrator, parent and student barriers are broken down. I am compelled to state that we are seeking a return to what "school" was all about, but not in a fast moving society. It seems that this is a mini-start at humanization and plain truth". Pardon me for prejudicing you, but many feel what I feel. If you feel in agreement with this K-12 concept or disagree . . .	85	3	12

IV. OTHER IMPORTANT TOPICS:

1. Does legislation effect instrumental enrollment in your state? What type of legislation?	27	73	0
2. Do you have band rehearsals during an "activity period"?	9	90	1
3. Do you have a "select wind ensemble"?	38	59	3
4. High school band students receive state credit for band: graduation?	79	18	3
5. High school band students receive local (district) credit for graduation?	89	10	1

6. State credit for high school band per year? AVERAGE: 1 credit per year. The following is in quarter credits:

0 = 1; 1/3 = 1; 1/4 = 5; 1/2 = 12; .6 = 2; 1 = 61; 2 = 19; 5 = 3; 6 = 1; 10 = 6; 15 = 1; No Answer = 30

7. Has school time (not after or before school) allocated for instrumental music, increased or decreased in the last FIVE years? Increased = 46% Decreased = 20% Same = 26% No Answer = 8%

8. Is band director assigned to other classes besides band?	23	76	1
9. Do you allow yourself or others to EXPLOIT your groups through unjustified, excessive performances? (Implication: commercialism)	20	78	2

V. THE $64.00 QUESTION:

1. Do you feel that band is an "academic subject"?	80	11	9
2. Are you READY to prove YOUR answer to Question #1, Section V?	78	7	15
3. Would you recommend that "ACADEMIC STATUS FOR BAND" should become a research project for 1975?	87	5	8

VI. PLEASE FILL IN YOUR SCHEDULE BELOW AND DISTRICT INFORMATION TO THE RIGHT:

PERIODS	Mon.	Tues.	Wed.	Thurs.	Fri.

City_____

City Population_____

School District_____

School Pop. K-12_____

Number of Students Involved in Instrumental Music_____

Grade Levels_____

Length of Period in Minutes_____

Number of Instrumental Music Teachers in Dist._____

Your Name & Position:_____

_____

VII. IF YOUR SCHEDULE IS EXCELLENT, EXPLAIN BRIEFLY HOW YOU DID IT (REVERSE SIDE). IF YOUR SCHEDULE IS A LOSER, TELL US ABOUT IT AND ITS PITFALLS (ON REVERSE SIDE). YOUR REPLYS WILL BE TREATED CONFIDENTIALLY.

VIII. MAY THIS COMMITTEE USE YOUR REPORT FOR THOSE WHO MIGHT WANT TO ASK YOUR ADVICE:
YES NO (CIRCLE ONE)

THANK YOU SO MUCH,

J. D. Carlson, Chairman
Scheduling the Band, 1974

DIRECTORS OFFERING OUTSTANDING SCHEDULE INFORMATION WHO GIVE THEIR PERMISSION TO BE CONTACTED:

Albert E. English - California
William Idle - Illinois (Mod Schedule)
K.V. Bryant - Indiana
Maurice E. Wright - Iowa
T.C. Thomas - Iowa
Paul Wright - Iowa
James A. Crowder - Iowa
Robert W. Dean - Iowa (Mods) "Teach Test" Published in The School Musician, April

Ford Alford - Louisiana
Gerald E. Bartlett - Michigan
Cornelius J. VanDerPuy - Michigan

Earl Colgan, Jr. - Minnesota (Mods)
Helge H. Nasby - Minnesota
William A. Wagner - Nevada
Forrest A. Barlett - New Jersey
Max W. Trier - Ohio
R. Donald Stump - Ohio
Edmund Siennicki - Ohio
Robert R. Young - Oklahoma
Gene D. Slayter - Oregon (Exceptional ideas and program)
Larry M. Arnold - Penn. (Mods)
Joe Pekas - South Dakota
George Walters - Texas
Dana L. Cleveland - Washington (Exceptional overview)
Walter A. Stamstead - Wisconsin

SCHEDULING THE SCHOOL BAND

DIRECTORS' RESPONSES

Gene D. Slayter
A. S. B. D. A.
Director of Bands
Springfield High School
Springfield, Oregon

Assisted by
Alan Maddux,
Senior Bandsman

AMERICAN SCHOOL BAND DIRECTORS' ASSOCIATION
SCHEDULING THE BAND - RESEARCH COMMITTEE

Jerry Carlson
Gene D. Slayter

Co - Chairmen

Dear Band Director:

Enclosed you will find a two - part survey which we will appreciate your assistance in completing and returning to us.

We would like to have this returned within ten days after your receipt of the survey.

Please note that the survey is in two parts, one to be completed by you and the second to be completed by the administrator in your school who is directly involved with the scheduling of band classes.

You will find attached to the part of the survey which is to be completed by your administrator a letter explaining the purpose of the study. This part of the study was put in its final form by Mr. Vondis Miller of Churchill High School, Eugene, Oregon.

Jerry Carlson and I have divided the work on this study into two parts:

a/ An assembling of exceptional, practical band class schedules.

b/ A survey of band directors and of administrators involved with the scheduling of band classes.

The final study will be contained in one booklet.

We have greatly appreciated the assistance of the other members of the committee and a special thank you must go to Vondis Miller who has worked with Gene Slayter on his part of the survey.

Please send your response and the response of your administrator in the same envelope to:

GENE D. SLAYTER
847 Willacade Court
Springfield, Oregon 97477

Thank you for your help on this project.

To be completed by the band director.

School Name _____

Address _____

_____

Band Director _____

Administrator Responding _____ Title _____

BACKGROUND INFORMATION

1/ Circle the grade levels represented in your school:

6 7 8 9 10 11 12

2/ Indicate the average daily membership in your school:

100 - 250
250 - 500
500 - 750
750 - 1000
1000 - 1250
1250 - 1500
1500 - Larger

3/ Check the type of schedule in your school:

Six period day (Excluding lunch) ____
Seven period day (Excluding lunch) ____
Eight period day (Excluding lunch) ____
Modular Schedule ____
Other _____ ____

4/ List band classes in your school and indicate enrollment in each _____

_____

_____

5/ Do you feel it is important and necessary to have extra time during the school day for individual and small group instruction? Yes No

Comment _____

6/ If your response to #5 was yes, explain the program of individual and small group instruction you have developed in your school.

_____

7/ Indicate any type of aid or resource assistance provided by your school:

Student assistants _____

Clerical (music library) assistants _____

Lay person assistance _____

University student teacher (s) _____

Other _____ _____

8/ Indicate which of the following are included in your assignment in your school:

Responsibility	During School	After School	Number of Min.
Department Chairperson	_____	_____	_____
Faculty Senate Member	_____	_____	_____
School District Committees	_____	_____	_____
Coaching of Athletics	_____	_____	_____
Student Advisor Program	_____	_____	_____
Bus Duty, Hall Duty	_____	_____	_____
Other _____	_____	_____	_____

9/ At what grade level is band instruction first offered in your school district?

4 5 6 7 8 9 10 11 12

Comment_____

10/ How would you evaluate the degree of importance placed on the band program by the administration of your school?

(Little) 1 2 3 4 5 (Much)

11/ In your estimation, what do you generally feel is necessary to improve the band program in your school?

_____

_____

Director and administrator responses to the survey are grouped by A. S. B. D. A. divisions as follows:

Division	Number of Responses
Northwest	18
Southwest	20
North Central	85
South Central	16
Northeast	20
Southeast	33

193 letters were received and contained responses from 176 directors. (Yellow form).

Conclusions

This survey was relatively easy to complete requiring only a very few minutes of work on the part of the director and administrator. It was planned this way to encourage a good response and also to make final preparations easier and less time consuming.

From this point of view the response to the survey was somewhat less than hoped.

On the other hand we have received sufficient responses to give the study both validity and usefulness.

Not all of the questions in the survey were completed by directors and administrators. In preparing the questions we had assistance of administrators in the Springfield, Oregon Public Schools who gave us invaluable assistance in both the content and wording of the questions.

Some of the envelopes received contained just the director's response. Several contained just the administrator's. Happily, many envelopes contained both as requested.

We found that directors responding to the survey teach at various grade levels. Many, it seems, teach all of the instrumental music in the school district and in some cases teach all of the music. Grade levels are represented in the study as follows:

Grade Level Groupings	Totals
6	3
6, 7	1
6, 7, 8	14
7, 8	7
7, 8, 9	36
8, 9	4
9, 10	1
5, 6, 7, 8	1
9, 10, 11, 12	63
10, 11, 12	61

Conclusions

The largest number of directors teach in the traditional three or four year high schools and the three year junior high schools.

Directors represented in this survey teach no lower than grade 5.

A wide range of school sizes is represented in the survey: (The following information is based on average daily membership of the schools)

School Size	Number of Schools
100 - 250 A. D. M.	3
250 - 500	20
500 - 750	30
750 - 1000	25
1000 - 1250	30
1250 - 1500	22
1500 - Larger	41
No response to this question	9

Conclusions

Schools with 500 and more A. D. M. are represented in the majority in this survey with 148 responses.

The number of band offerings in each school was also surveyed. The results of this questions are:

School Size	1*	2	3	4	5 & More
100 - 250 A. D. M.	0	0	1	1	1
250 - 500	10	2	4	0	2
500 - 750	0	10	9	5	6
750 - 1000	4	3	9	4	5
1000 - 1250	6	4	9	4	7
1250 - 1500	0	8	4	5	5
1500 - Larger	2	8	10	10	11

* Number of band music offerings in the school.

Student participation in the band program was also studied with the following results available:

School Size	Pupil Hours Per Day*
100 - 250 A. D. M.	137.3
250 - 500	126.67
500 - 750	146.5
750 - 1000	159.3
1000 - 1250	171.65
1250 - Larger	184.4
No Response	8

*No attempt has been made in this survey to determine the number of individual pupils participating in the band music program in

the responding schools. The statistics above indicate the number of classroom hours (class periods) accumulated daily by students realizing that many youngsters will be taking more than one band music class.

Conclusions

As might be expected, smaller schools generally have a higher percentage of student participation in music programs than the larger schools.

Music participation in smaller schools probably comes about because of less choice of subject offerings. Youngsters therefore will take part in the music classes in greater numbers.

Because of community identification with the school in the smaller community, it can very easily become the "in" thing to do to participate in the school music program if a quality program is available.

The survey asked when the band music program was first available in the school. Frequently it is possible for a student to join the band program through the 12th grade!

Grade Level	Number Offering Beginning Band
3	1
4	35
5	91
6	39
7	11
8	0
9	2
10	1

Conclusions

Most schools surveyed offer band instruction at the elementary school level. It would seem to be advisable to start the youngsters at this early age in order to get them involved in the program before the pressures and diversions of junior high school occur.

There is considerable discussion today concerning the overhauling of the daily schedule in many schools. Is this a fact? Is this actually occuring?

Interesting responses came from members of A. S. B. D. A.:

Type of Schedule in Operation	Number Using
5 Period Day	3
6 Period Day	85
7 Period Day	57
8 Period Day	17
9 Period Day	2
10 Period Day	1
15 Period Day	1
Modular Schedule	11

Conclusions

It should be mentioned that directors did not indicate the details of their schools' schedules nor did they relate the strengths or weaknesses of them. This information will be found in other sections of this study.

Even with the increase in the number of offerings in the public schools it is rather suprising that many schools still hold to the traditional six period school day.

The complexities of the modular schedule seem to have caused administrators and staffs to shy away from them also.

Directors were next asked to evaluate the importance to their programs of having individual and small group instruction, in addition to full band work, during the school day:

Yes, it is important to have individual and small group instruction in the school day	160
No, it is not important to have this type of instruction during the school day.	14

Conclusions

It seems that directors feel that the full band approach alone

is generally not an acceptable method of producing a fine band program in the public schools. Individual and small group work is essential to meet the individual needs of youngsters in today's band music program.

Directors also seem to be saying that if this type of instruction is important and necessary then it probably should come as a part of the daily instructional program in the school.

Directors were asked to evaluate the quality of their individual and small group instruction programs:

Successful	110
Not working well	53

Conclusions

From the survey it was determined that many directors set up rehearsals of sections from the band (s) during school time. Students would come in during offset or study periods. The time before and after school as well as lunch time are also used for this type of teaching.

Small ensembles are frequently set up in this manner also.

The problem of sectionals or ensemble practice during school hours is that it is often very difficult or impossible to set up a schedule to make it possible for all to attend the school-time rehearsals.

Many directors have gone to the times when classes are not in session for these general practice and lesson times.

Reading through some of the exceptional schedules printed elsewhere in this survey will give additional information on solutions directors have developed to meet the needs for individual and small group instruction.

We are aware of the busy schedule of the band director. This survey was interested in finding trends in part c full time help for band directors:

Type of Help	Number Being Used
University Student Teacher (s)	78
Student Assistants	74
Clerical Aid, Library Aids	50
Lay Person Helpers	19
Professional Musicians	14

Assistant Directors	6
(No assistance with the band program)	45

Conclusions

It is somewhat suprising that more directors do not take advantage of outstanding band students using them in the area of student assistants.

Talented and ambitious high school students can be a great assistance in many of the routine duties in the band program and can even work into the teaching process, frequently very effectively.

It is also suprising that in the responding schools with enrollments of 1000 and above (93) that there are not more assistant directors to assist with the teaching of the larger number of students usually involved in the band classes.

The study also inquired into non-musical assignments, teaching in other subject areas, and other duties which are frequently a part of the director's assignment. The following duties were assigned during the regular classroom day:

Additional Duties	Totals
Department Chairperson	65
Student Supervision Assignments	25
Student Advisor Program	12
Instruction in other Subject Areas	10
School District Committee Assignments	7
Orchestra Director	7
Faculty Senate Member	6
Choir Director	4
Advisor to Majorettes and Flags	3

Assignments outside of regular school hours seem to take a great amount of time from the director's busy schedule:

Additional Duties	Totals
Department Chairperson	60
School District Committee Assignments	45

Bus, Hallway, and other Supervisory Duties	30
Faculty Senate Member	16
Student Advisor Program	11
Supervisor of Music for District	5
Athletic Coaching	5

7 directors indicated that they spend 30 - 45 minutes each day on additional duties. 9 indicated that 45 - 60 minutes per day were needed for these additional assignments. 40 estimated that more than one hour per day was needed for duties and assignments and 59 could not estimate the amount of time they had to spend away from the band teaching situation.

Conclusions

It would seem obvious that band instructors are, in most instances, some of the most involved and busy people in the public schools.

125 directors, for example, indicate that they are serving in the role of department chairpersons, a time-consuming, responsible, and wearing duty.

Band directors were next asked to rate their programs in terms of how they felt the administration in their schools viewed the importance of the programs. The results of this inquiry follow:

Ranking	Totals
1 (Little Importance in the School Program)	4
2	14
3	46
4	74
5 (Very Important)	59

We next compared the evaluation given by directors with those given by administrators:

Comparison	Totals
Same Evaluation as Administrators	63

Higher than the Administrators	14
Lower than the Administrators	72

Conclusions

Judging from the number of directors (72) who rated their programs lower than administrators, band directors are apparently doing a better teaching job in the classroom than we frequently give ourselves credit for.

Do we dare say that school administrators are generally pleased with the quality of work done by members of A. S. B. D. A.?

On the other hand, we could take the point of view that some administrators might rate us higher than we ourselves would because they profess to know little about the band music programs in today's schools. Their evaluation of the band program could be based, for example, on the quality of the marching band performance.

The administrators with whom this writer works are making a concerned effort to learn more about the music program in the schools and are developing some strong convictions about what is necessary for a quality program.

Finally, we asked directors to state what they felt was necessary to improve the band programs in the public schools.

A wide variety of responses were given to this question. We were, however, able to categorize them as follows:

To Improve Programs	Totals
Additional teacher help in the band	61
More money needed to support the existing program and to expand it	42
Greater cooperation with administrators in clearing up scheduling conflicts	36
More preparation time needed	34
Strengthen and expand feeder programs	33
Schedule sectional rehearsals during the school day	20
In general, greater degree of administrative cooperation and support	17
Additional band class offerings	17

Greater parental support for the program	17
Eliminate conflicts with athletics	13
Improve facilities	12
Greater degree of cooperation and support from counseling staff	8
Make it possible for kids to take part in more than one band class	7
Improve degree of support with discipline problems by administration	5
Solve problems arising from inadequate busing	5
Grant credit for band participation	4
Start beginners at an earlier grade	3

SCHEDULING THE SCHOOL BAND

ADMINISTRATORS' RESPONSES

Gene D. Slayter
A. S. B. D. A.

Assisted by
Vondis Miller
A. S. B. D. A.
Former Director of Bands
Churchill High School
Eugene, Oregon

Alan Maddux,
Senior Bandsman

Dear Administrator:

The band director in your school is a member of the American School Band Directors' Association, a national organization of experienced music educators, who, like yourself, are concerned with quality education in our schools. Research committees work through the membership to assess current and future educational needs.

We need your assistance to gain a national perspective of instrumental music education. Please complete this questionnaire and return it to the A. S. B. D. A. member in your school. We encourage open communication with your band director and hope it may result in positive thought and growth in your school.

A copy of the completed research report will be sent to every A. S. B. D. A. member. We will ask each member to share his copy of the report and its findings with his administration.

Thank you for your cooperation.

Sincerely,

Gene D. Slayter
Jerry Carlson
Co - Chairmen

Scheduling the School Band Committee

THE AMERICAN SCHOOL BAND DIRECTORS' ASSOCIATION

SCHEDULING THE BAND

To be completed by the administrator.

Name of Administrator, Title _____ Name of School _____

Street Address _____ City, State, and Zip Code _____

Name of Band Director _____

1/ Based upon the average schedule of your students, indicate the number of elective courses a student could enroll in during any single semester:

Grade	Electives	Comments:
_____	_____	
_____	_____	

2/ Is student enrollment in band classes determined by:

_____ Grade level Comments:

_____ Ability level

_____ Both

3/ Is it possible for a band member to transfer to a different band class or level during the school year?

_____ Yes, with little difficulty Comments:

_____ Yes, with some difficulty

_____ No

4/ What problems do you find in scheduling band into your curriculm?

5/ How did you solve these problems?

6/ Do you believe individual and small ensemble instruction (in addition to band class) is necessary and justifiable to develop a quality band program in your school?

7/ Do you believe that the class time and resource time assigned to your band director is adequate for the size of your program?

8/ Is the present band program meeting the needs of students?

_____ Yes _____ No Comments:

9/ What recommendations do you have to improve the value of this program for students?

10/ How do you rank the importance of the band program in your curriculum?

Very important 5 4 3 2 1 Of little importance

Comments:

11/ Is the band director involved in the selection of the period, place, and the students in the school curriculum? (To help eliminate class conflicts).

____ Yes Comments:

____ No

12/ Does band partially satisfy any of your requirements for graduation? (High school only).

____ Yes

____ No

13/ Is physical education credit granted for participation in marching band?

____ Yes

____ No

14/ How do you compare the teaching demands of the band director with those of other teachers on your faculty? (Number of preparations, number of students, total teaching time, and supervision).

_____ The same Comments

_____ Greater

_____ Less

15/ The current crisis in our economy is affecting the school curriculum. Do you believe it will affect the instrumental music program in your school system?

_____ No, the program will remain the same

_____ Yes, the program will be affected

Comment:

Thank you for completing this questionnaire and for your written comments. Please give this questionnaire to your band director who will return it to the research committee.

153 administrators responded to the scheduling survey. (176 directors completed the questionnaire).

Division	Number of Responses
Northwest	18
Southwest	16
North Central	62
South Central	15
Northeast	15
Southeast	27

Response to the survey was not as large as hoped but adequate enough to give it validity and usefullness.

Administrators did not find it necessary (or did not take the time) to use the comment sections provided except on a rather limited basis.

Information was first requested concerning the number of electives available in grades 6 through 12. The information is as follows:

Grade Level	Average Number Electives
6	2
7	2.85
8	3.29
9	3.35
10	3.15
11	3.64
12	4.70

Data received in the responses was computed by A. S. B. D. A. divisions. To give a picture of the electives available in each of the divisions, one grade, 11th, will be included here:

Grade Level	N. W.	S. W.	N. C.	S. C.	N. E.	S. E.
11	3.70	3.25	3.97	2.5	3.67	3.50

Conclusions

Greater flexibility in scheduling is possible as students get older. For example, a 10th grader has 3.15 electives (National average) as opposed to 4.70 during grade 12.

There are regional differences in number of electives but not as great as one might anticipate.

It would seem to this writer that kids, generally, do have some flexibility with their schedules. They can, and do, make choices. Whether or not they select band could depend upon the quality of the program in the school plus lack of singleton conflicts.

The second question in the study asked what determined placement of students in band classes:

Placement Factors	Number of Responses
Grade Level of Student	21
Ability of Student	82
Combination of above	54

Conclusions

Generally, schools using grade level placement were schools of smaller size where, perhaps, only one band class was available.

Comments indicated that if enrollment were larger additional music classes would be added and then placement could be based more on ability.

Is it possible for a band member to transfer to a different band class or level during the school year? The responses indicate:

Possibility of Transfer	Number of Responses
Yes, with little difficulty	59
Yes, with some difficulty	56
No, not possible to transfer	33

Conclusions

Schools in which students could not transfer were, again, the smaller units in which only one band class was offered. There were, of course, some schools offering more than one band class which found it impossible to transfer a student excepting for very serious reasons.

It is this writer's opinion that administrators were willing to consider directors' requests concerning moving students from class to class and that the door was not necessarily closed with no additional recourse.

We next inquired as to the basic problems of scheduling band into the school curriculum. The data is as follows:

Problems in Scheduling	Number
No basic scheduling problems	80
Conflicts with other classes, usually singletons	61
Too few periods in the school day	7
More than one grade represented in the band	6
Conflicts with athletics	2
Too many class offerings	2
School is just too small	1
Transportation problems	1

Conclusions

As expected, the problem of getting kids in band centers around conflicts with other classes. Reasons? Many.

Too few periods in the school day is common. More than one grade represented in band is another. A third, impossible to avoid singleton courses opposite the band class. And on and on.

This study cannot attempt to solve the problems for each individual school. There are simply too many and the situations tend to change from year to year, semester to semester. Sometimes seemingly week to week!

By sharing this study with administrators, awareness of the problems faced by directors in maintaining a quality band program can be established with the administration.

It would seem, however, that there needs to be communication with the men or women in the school who are directly responsible for the scheduling of classes. Probably this should occur every year.

We did ask for comments and solutions to scheduling problems. Turn to the next page for some responses to this question.

COMMENTS AND SOLUTIONS

Questions 4 and 5 of the administrator's questionnaire were seeking comments and solutions to problems. They dealt with the basic scheduling problems encountered and the resulting solutions.

Here are some of the responses:

Scheduling problems occur "basically, because the number in band changes from year to year, it is a matter of balancing the class within the total schedule." The problem was solved "by increasing or decreasing class loads in other classes."

Ralph Gibbs, Principal
Calapooya Jr. High School
Albany, Oregon
Darle West, Director

Scheduling problems occur because band "is a singleton class."

The scheduling problem was solved by "giving music preferential scheduling."

Wendell E. Loe, Principal
David Douglas Jr. Building
Portland, Oregon
Jay Burchak, Director

The problem of scheduling conflicts was solved since "we give band a priority code in the computer which schedules band over all other selections."

Fred T. Bull
Sunnyside High School
Tuscon, Arizona
Glenn Hamblen, Director

Solution to scheduling conflicts: "We attempt to move other classes to accomodate band."

Paul Chastain, Principal
Gunnison High School
Gunnison, Colorado
Sonja Pluess, Director

"We have attempted a plan for next year of scheduling the advanced band class outside the regular school day and having

it team taught."

Mildred Faris, Principal
Cibola High School
Albuquerque, N. M.
Winston Christian, Director

No schedule problems. "We schedule multi-grade classes first."

Howard Ehrler, Principal
Central - De Witt High School
DeWitt, Iowa
Marion J. Scherer, Director

"We must be sure that no 'one section' class is scheduled on the same period as band. Most problems are resolved."

Scheduling problems were further lessened "by setting up the band period on our three period lunch hour. Both of our bands are scheduled during this time and they meet as the director so desires."

Mable Baumann, Principal
Wautoma High School
Wautoma, Wisconsin
Harvard Erdman, Director

How were scheduling problems solved? "Cooperation."

R. L. Cochley, Principal
Terry Parker High School
Jacksonville, Florida
Joe Lippo, Tim Walker, Directors

"Conflicts occur with other single period electives or special placement such as the students in the superior learner program."

Solution: "Where possible, have two periods offered for the superior learners. Where other conflicts develop, the master schedule is adjusted where possible."

Dr. Henry E. York, Principal
Frost Intermediate School
Fairfax, Virginia
Zardis Hoffman, Director

"Only slight problem of talented and superior students desiring band and other advanced courses simultaneously."

"The students make their choice...some take enrichment courses

in the summer time in order to make room in their schedule during the regular school year."

E. C. Buskirk, Assistant Principal
W. T. Woodson High School
Fairfax, Virginia
T. T. Lawrence, Director

A personal observation at this point. I find that in the Springfield, Oregon Public Schools the attitude that fine arts are important in the total school program. This attitude comes about, I believe, because we give the community and school a superior music program.

In Springfield High School we offer a "showcase" music program for the students. We develop superior groups. We support the total school activities program including athletics. We observe school policies. We maintain excellent discipline and spend much time with youngsters who are having "growing up" difficulties. We always cooperate with our administrators and with other departments in the school.

We believe that our band program is important but not more important than other subject areas in the school.

We support community activities and provide music for selected community activities when appropriate.

When such a program as this is provided we find that our administrators support us...always. They want a quality learning environment for kids. Our relationship is outstanding because of the mutual respect we show for one another.

Because of the above statements, it is obvious that we will not have many scheduling difficulties in our program. And when they do occur, we get cooperation and a genuine effort for finding a solution to the problem.

The questionnaire next asked the administrators to react to the importance of individual and small group instruction in the band program:

Individual and Small Group Work Important	Number of Responses
Yes	135
No	26

Conclusions

Administrators believe that individual and small group work is important and necessary in the modern band program.

The survey next asked "do you believe that the class time and resource time assigned to your band director is adequate for the size of your program?"

The response from administrators:

Adequate Time for Size of Program	Number of Responses
Yes	152
No	37

Conclusions

Many administrators responding "no" indicated that they had to share their director with one or more other schools in the district making it impossible to devote adequate time to any one program in the district.

Solution? Simple. Hire additional personnel when dollars were available.

How to improve the quality of the band program for students? This was the next question asked in the survey.

Here are some of the responses.

Have more options (bands) in the schedule.

Maybe more music "class" activities for "all" students.

Stronger music education program in the elementary school.

Need to include more students and have more performance activities for other students.

Giving all students some exposure to band music appreciation and music appreciation in general.

a/ More recitals/concerts in and outside of school.

b/ Definitely additional funds for more and a greater variety of instruments.

Recruit better and more students in the beginning program.

In addition to performance, more general music education should be included.

Need individual practice time and independent study time. (Supervised).

Hire a full time assistant and improve band room facilities.

Students should practice 30 minutes a day!

The survey next asked administrators to rank the band program in importance in their curriculum.

Ranking	Totals
1 (Little Importance in the School Program)	0
2	0
3	15
4	62
5	87

Conclusions

Administrators are, generally, pleased with the quality of band programs in the schools they head.

We must remember, however, that one of the important requirements for A. S. B. D. A. membership is a quality band program. The information above is therefore not representative of the feelings of all school administrators nationwide.

Question eleven in the survey asked about the role of the band instructor in developing the daily schedule in the school. Is he or she given the opportunity to supply input in setting the band class or classes?

Director Involvement in Scheduling	Number
Yes	160
No	16

Conclusions

Communication lines between administration and director seem to be open and working when it comes to developing the class schedule. Whether or not this discussion is able to solve all problems in scheduling is doubtful but at least the opportunity to provide suggestions is there in most instances.

We were next interested to learn whether or not graduation requirements (credits) were granted for participation in the school band. We found:

Credit Granted for Band Participation	Number
Yes	114
No	28

Conclusions

The wording of this question was, upon reflection, not as clear as it might be. We were seeking to learn whether or not credit was granted towards graduation for band membership.

In some schools there is a fine arts requirement for graduation which is satisified by band participation. (This is true in the Springfield, Oregon Schools for example).

If, however, credit is not granted for band participation it would seem that this should be seriously studied in those schools in which this is the situation. We find that in a fine band program, as much or more work is expected of youngsters as is expected in any other classes in the curriculum.

What is the status of granting physical education credit for band participation? This tends to be a very controversial issue in many states.

P. E. Credit Granted for Band Work	Number
Yes	19
No	135

Conclusions

Of the 19 "yes" responses, no one A. S. B. D. A. division had more than its proportional share. It seems that most physical education teachers feel that although marching work does demand a great deal of physical effort it does not completely meet the criteria they feel must be included in a modern physical education program. This is, generally, the feed back we receive from our P. E. people in this school district. (Springfield, Oregon)

How do administrators feel about the teaching demands of the band director with those of other teachers on the faculty? Here are the results of this question:

Teaching Demands of the Band Instructor	Number
Same	81
Greater	68
Less	11

Conclusions

Administrators seem to honestly believe, rightly or wrongly, that they have provided a satisfactory or good teaching schedule for their band instructors through the use of additional release time, assistance, and so forth.

This writer wonders how many band instructors have presented the score of demands in terms of outside preparations (score studying, marking parts, planning marching shows, etc.) as well as special rehearsals and performances which are in addition to the regular daily classroom involvement.

Some have obviously made this point to their administrators, of whom 68 indicated this in their response. It would seem to this writer that if the director is giving much extra time and time to his program (which A. S. B. D. A. members obviously do) then administrators should be informed of this fact.

Finally, what will happen to music programs in the public schools if the economy continues to falter? Will band programs be among the first to suffer and experience cutbacks?

Here is what administrators believe:

Negative Changes in Band Program	Number
No, Changes will not Occur	116
Yes, Changes will Occur	38

Conclusions

Administrators seem to believe that the band music program in their schols are important. This point is obvious throughout this survey. They are, in general, not planning to change the quality and support of their band music offerings if economic conditions worsen. If programs must suffer, perhaps all programs in the school will suffer equally, not just the fine arts.

It would appear to this writer that band directors nationwide should see that their programs are on a solid basis, philosophically, educationally, and financially. Let us be certain that we offer a balanced program of band music education to our students, not just a flashy show.

It is this sound educational approach to band music teaching used by the American School Band Directors' Association which has helped to make this organization highly respected on a national scale.

May this research study assist all of us become even more effective teachers of the youth in our band organizations!

SCHEDULING THE SCHOOL BAND

PRACTICAL AND SUPERIOR BAND SCHEDULES

Jerry D. Carlson
A.S.B.D.A.
Director of Bands
Columbia Junior High School
Columbia Heights, Minnesota

First Review by Mr. Carlson and Mr. Slayter

Final Review and responsibility by
Jerry D. Carlson.

SCHEDULE FOR MR. FRANK "BUCK" SHAFFER
PORTERVILLE HIGH SCHOOL
PORTERVILLE, CALIFORNIA

	Mon.	Tues.	Wed.	Thurs.	Fri.
7:30		Studio Band P.C.		Studio Band P.C.	
8:50	Jazz Lab P.H.	Jazz Lab P.H.	Jazz Lab P.H.	Jazz Lab P.H.	Jazz Lab P.H.
9:46	B Band P.H.	B Band P.H.	B Band P.H.	B Band P.H.	B Band P.H.
10:57	Percussion P.H.	Percussion P.H.	Percussion P.H.	Percussion P.H.	Percussion P.H.
11:53	Panther Band P.H.	Panther Band P.H.	Panther Band P.H.	Panther Band P.H.	Panther Band P.H.
Afternoon at Olive Elementary School					
7-10 P.M.			College Band P.C.		

P.H. = Porterville High
P.C. = Porterville College

OLIVE STREET BAND REHEARSAL SCHEDULE

	1:30-1:55	1:55-2:20	2:20-2:45	2:45-3:10
MONDAY	Intermediate Woodwinds	Beginning Woodwinds	Intermediate Brass	Beginning Brass
WEDNESDAY	Intermediate Brass	Intermediate Woodwinds	Beginning Brass	Beginning Woodwinds
FRIDAY	Beginning Woodwinds	Beginning Brass	Intermediate Woodwinds	Intermediate Brass

	1:30-2:00	2:00-2:30	2:30-3:00
TUESDAY	Advanced Band	Intermediate Percussion	Beginning Percussion
THURSDAY	Intermediate Percussion	Beginning Percussion	Advanced Band

44a

City Population	12,000
School District Population	Data not given
Level Studied	Grades 4-14
Staff	1
School Enrollment	1500 (9-12)
Band Enrollment	300 + 50 at Porterville J.C.
Length of classes	See Schedules
Scheduling Conflicts	None
Participation Limitations	None
School Day	8:30 A.M. - 3:30 P.M.

ADDITIONAL INFORMATION

I do a lot of P.R. work and promotion. All of this takes place between 3:30 and 6:00 pm.

No schedule should be copied. It should be developed according to the needs of the community.

SCHEDULE FOR ABB L. GUNN
SEAFORD SCHOOL DISTRICT
Seaford, Delaware

SENIOR HIGH SCHOOL - BAND DIRECTOR - MUSIC SCHEDULE - CLASS

MODULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 50 min.	Instrumental Conducting (II) Orchestration (I)	SAME	SAME	SAME	SAME
2 50 min.	Woodwind Ensemble	Brass Ensemble	Woodwind Ensemble	Brass Ensemble	Woodwind Ensemble
3 50 min.	Preparation	Same	Same	Same	Same
4 25 min.	Stage Band I	Same	Same	Same	Same
5 25 min.	Stage Band I	Same	Same	Same	Same
6 25 min.	Lundh	Same	Same	Same	Same
7 25 min.	Theory I (1st) Theory II (2nd)	Same Same	Same Same	Same Same	Same Same
8 25 min.	Theory I (1st)	Same	Same	Same	Same
9 50 min.	Stage Band II	Same	Same	Same	Same
10 50 min.	Marching Band (1st) Band Front (1st) Concert Band (2nd)	Same Same Same	Same Same Same	Same Same Same	Same Same Same

City Population	19,000	Band Enrollment	268
School District Population	Data not given	Length of Classes	50 minutes
Level Studied	All	Scheduling Conflicts	None
Staff	3	Participation Limitations	None
School Enrollment	3800 (K-12)	School Day	7:45 A.M. - 2:30 P.M. Secondary
			8:45 A.M. - 3:30 P.M. Elem.

ADDITIONAL INFORMATION

#Students

Conducting/Orchestration	- 5
Woodwind Ensemble	- 5
Brass Ensemble	- 4
Stage Band I	- 16
Theory I - II	- 15
Stage Band II	- 18
Marching Band	- 86
Concert Band	- 85
Band Front	- 58

The junior high band meets daily for 50 minutes - provisions are now being made for the addition of another staff member next year to free the junior high band director from some of the general music classes to have a period each day to use for sectionals, lessons, etc. In addition he will be placed on the extra-duty schedule for payment for after school activities dealing with the band and other teaching duties which are not classed as private teaching.

The elementary band meets two times per week for one hour each. In addition the students receive one lesson per week of 40 to 50 minutes depending upon the class schedule for the day.

We will be adding another member to the faculty next year to begin a string program in the district.

SCHEDULE FOR ANDREW J. CREW
RIVERVIEW HIGH SCHOOL
SARASOTA, FLORIDA

	Monday	Tuesday	Wednesday	Thursday	Friday
1	*Stage band I; 19 students	*Stage band II: 19 students	Stage band I	Stage band II	Stage band I
2	Planning	Planning	Planning	Planning	Planning
3	Planning	Planning	Planning	Planning	Planning
4	Symphonic band; 74 students	Symphonic band	Symphonic band	Symphonic band	Symphonic band
5	Planning	Planning	Planning	Planning	Planning
6	Lunch	Lunch	Lunch	Lunch	Lunch
7	Concert band 94 students	Concert band	Concert band	Concert band	Concert band
8	Marching band; Fall semester only / After Fall Semester Sections-flutes	Marching band 169 students / Sectionals Trumpets	Marching band / Sectionals Lower brass	Marching band / Sectionals Clarinets	Marching band / Sectionals Saxaphones

City Population	46,000
School District Population	Data not given
Level Studied	10-12
Staff	1
School Enrollment	1976
Band Enrollment	165
Length of class	55
Scheduling Conflicts	None
Participation Limitations	None
School Day	8:00 A.M. - 3:00 P.M.

*Stage Bands I and II alternate meeting M,W,F or T,Th every week.

Every class consists of grades 10, 11, 12.

Additional Information

The administration at Riverview High School insists that band students be scheduled first, then they schedule the rest of the school. Auditions are held the first two weeks in March for all band students. The top seventy-five students are placed in Symphonic Band, everyone else is placed in Concert Band.

ROBERT W. DEAN
DIRECTOR OF BANDS
SENIOR HIGH SCHOOL
MASON CITY, IOWA 50401

INSTRUMENTAL ENSEMBLE REHEARSAL SCHEDULE, TEACHER ASSIGNMENTS, ROOM ASSIGNMENTS, COMMENCING MONDAY, FEBR. 3,1975

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Room 109	French Horn Quartet Carol Basinger Dave Escher Stacy Roberts John Sjolinder R. W. DEAN	W.W.Trio,Entry"8" Heiser Paulson Von Wald MR. LETTOW	W.W.Quartet Anderson Von Wald Tubbs K.Borcherding R.W.DEAN	Clarinet Quartet "A" Burgess Groh VonWald Low R.W.DEAN	Brass Duet,like Instruments Entry "A" Basinger Escher MRS. R.W.DEAN
Band Hall	Trombone Quartet Schultz Dean Phillips Perrin R.W. DEAN	Snare Drum Trios Johnson, Brawn, Hill Mejia, Thorsen, Gettman R.W. DEAN	Percussion Ensem Jackie Sjolinder Lucy Anderson Grosland, Nehls. Doug Johnson,D Brawn Dave Phillips R.W. DEAN	Brass Sextet Peterson, O'Donnell, Basinger,John Schultz,S.Allen R.W.DEAN	Brass Duet,Like Instruments, Entry "B" Roberts & John Sjolinder MRS. R.W.DEAN
Orch. Hall	Sax Sextet Garcia, State, Opheim, Rippentrop. MR. LETTOW	French Horn Trio Basinger, Escher, Sjolinder MRS. R. W. DEAN	Brass Quintet K.O'Donnell, Basinger, Kropman,J.Kiemas, S. Allen MRS. R.W. DEAN	Sax Trio Rippentrop Cline Harris MR. G.L. LETTOW	W. W.Quintet Heiser,VonWald, Basinger, Borcherding, (Kathy), Mary Anderson R. W. DEAN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Band Office	Flute Quartet Heiser, Tubbs. Biebesheimer, Smith MRS. R.W.DEAN	Woodwind Trio "A" C.Biebesheimer K. Groh Mary Anderson MRS. R. W. DEAN		Woodwind Duet Like Insts., Entry "D" Paulson & M. Anderson (Oboes) MRS. R.W.DEAN	Sax Quartet Garcia State Rippentrop Opheim MR. G. L.LETTOW
Room 3	Clar. Trio "A" Burgess Groh Von Wald MR.G.L.LETTOW	Trombone Trio Schultz Dean Phillips Acc. by Mrs. Paine MR. G.L. LETTOW	Woodwind Duet of Like Instruments, "A" Heiser & Borcherding MRS. R.W.DEAN	OPEN	Brass Duet Unlike Inst. Entry "A" Kevin Schultz John Klemas MR.R.W.DEAN
Room 4	OPEN	OPEN	OPEN	OPEN	OPEN
Room 5	OPEN	OPEN	OPEN	OPEN	OPEN
Room 7 (Upstairs)	Clar. Quartet "B" Midtgaard,Otten McEntry, Burnett MR. G.L.LETTOW	Clar. Trio "B" Low,Midtgaard McEntry MR. R.W.DEAN	W.W.Duet of like Instruments Entry "C" Biebesheimer & Tubbs MR. G.L.LETTOW	Flute Trio Heiser Borcherding Biebesheimer MR.G.L.LETTOW	

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INSTRUCTIONS

1. All Groups will rehearse in the morning before school if at all possible. Start at 7:45 A. M.
2. All Groups will rehearse one per week for 30 minutes.
3. Each member of an ensemble will be issued his or her music for that ensemble. Take care of it. Practice it!
4. Each teacher will keep his own scores and extra parts for the ensembles for which he is responsible.
5. All Groups will rehearse, regardless of how many might be absent at certain times.

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R. W. DEAN'S TEACHING SCHEDULE, (BAND & TECHNIQUE CLASSES), SEMESTER II, 1975

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
Mod 1 8:40	BAND	BAND	BAND	BAND	BAND	BAND
Mod 2 9:00	BAND	BAND	BAND	BAND	BAND	BAND
Mod 3 9:20	BAND	BAND	BAND	BAND	BAND	BAND
Mod 4 9:40	CLARINET II (Lesson) Rhonda Rasmussen	CLARINET II (Test) Rhonda Rasmussen	TRUMPET II (Lesson) Phil Webb	CLARINET I (Lesson) Polly Low	FRENCH HORN II (Lesson) Bob Peters	FLUTE I (Test) L. Tubbs
Mod 5 10:00	MALLETS Lucy Anderson (Lesson)	TUBA II Chuck Cameron (Lesson)	MALLETS Lucy Anderson (Test)	FLUTE I Jean Borcherd- (Lesson) ing	BASSOON I Teresa Snyder (Test)	TRUMPET I Dave Kropman (Test)
Mod 6 10:20	TRUMPET III Scott Simpson (Lesson)	TUBA I Steve Allen (Lesson)	CLARINET I Mary Jo Burgess Kristy Groh (Test)	CLARINET I Mary Jo Burgess (Lesson)	TRUMPET I Kropman (Test)	TUBA I Steve Allen (Test)
Mod 7 10:40	TROMBONE III Gail Harmon (Lesson)	HORN I Basinger Escher (Lesson)	TROMBONE III Gail Harmon (Test)	CORNET II Tim Ray (Test)	CLARINET I Deb Midtgaard (Test)	FRENCH HORN II Bob Peters (Test)
Mod 8 11:00	FR. HORN III Daleske,Alman (Lesson)	FR. HORN I Basinger Escher (Test)	FR. HORN III Daleske,Alman (Test)	CORNET II Tim Ray (Lesson)	CLARINET I Deb Midtgaard (Lesson)	TYMPANI Jane Grosland (Lesson)
Mod 9 11:20	TROMBONE I Dave Phillips (Lesson	DRUM I J. Balek (Lesson)	TUBA II Al Zook (Lesson)	FLUTE I Heiser,Tubbs, Skoglund (Lesson)	CLARINET I M.J.Burgess Kristy Groh (Test)	CORNET II Craig Larsen Joel Rasmussen (Test)

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R. W. DEAN'S TEACHING SCHEDULE, (continued)

Mod 10 11:40	TUBA II Paul Owens (Lesson)	BASSOON I Teresa Snyder (Lesson)	TUBA II Kirk Johnson Bill Allen (Lesson)	BARITONE III Jud Girton (Lesson	TUBA II Paul Owens Bill Allen (Test	TRUMPET II Craig Larsen Joel Rasmussen (Lesson)
Mod 11 12:00	TRUMPER III Scott Simpson (Test)	TRUMPET III M. Hanson T.Harrington (Test)	TRUMPET II Mike Kuehn (Lesson)	TRUMPET III M. Hanson T.Harrington (Lesson)	TRUMPET II Mike Kuehn (Test)	BARITONE HORN I John Klemas (Test)
Mod 12 12:20	TRUMPET II Mike Klemas (Test)	MALLETS Debbie Paulus (Lesson)	OBOE I M.Anderson J. Paulson (Lesson)	TUBA II Al Zook (Test)	TRUMPET I Mike Klemas (Test)	FLUTE I Borcharding J.Smith Jackie Sjo- linder (Lesson)
Mod 13 12:40	TROMBONE I Kevin Schultz Mark Dean	HORN II Cheryl Fritz	OBOE I M.Anderson J.Paulson	FLUTE I Biebesheimer	CLARINET I L. McEniry G.Von Wald P. Low	FLUTE I J. Smith J.Borcherding C.Biebesheim B.Sjolinder (Lesson)
Mod 14 1:00	TROMBONE I Kevin Schultz (Test)	BARITONE 2 Treble Clef Cahalan Lewis (Lesson	DRUM I D. Johnson D. Braun K. Nehls (Lesson)	TROMBONE I Phillips Dean Schultz (Test)	CLARINET I L.McEniry G.Von Wald Polly Low (Test)	DRUM I Braun Nehls Johnson (Lesson)
Mod 15 1:20	CLARINET II T.Otten J.Burnett (Lesson)	TUBA II Cameron (Lesson)	DRUM I D.Johnson D.Braun (Test)	FLUTE I J.Sjolinder Jody Smith (Test)	CLARINET I G. Von Wald (Lesson)	MALLETS Debbie Paul (Test)
Mod 16 1:40	CLARINET II T. Otten J. Burnett (Test)	TYMPANI Jane Grosland (Test)	BARITONE III BASS CLEF Brian Salz (Lesson)		TRUMPET II Phil Webb (Test)	
Mod 17 2:00	TRUMPET I O'Donnell Peterson (Lesson)	BARITONE II TREBLE CLEF E. Lewis T.Chahlan (Lesson)	BARITONE III BASS CLEF Salz (Lesson)	TUBA II Al zook (Lesson)	TRUMPET I O'Donnell Peterson (Test)	FLUTE I Heiser Skoglund (Test)

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R. W. DEAN'S TEACHING SCHEDULE, (BAND & TECHNIQUE CLASSES), SEMESTER II,1975
(continued)

Mod 18 2:20	HORN I Stacy Roberts John Sjolinder (Test)	TUBA II B. Rose Kirk Johnson (Test)	BASSOON I Borcharding Ransom (Lesson)	TUBA II Kirk Johnson (SSA		BASSOON I Borcharding Ransom (Test)
	---------- AFTER SCHOOL ----------					
	MONDAYS	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
3:10	Jolene Balek	Cheryl Fritz	RESERVED FOR CONTEST SOLOISTS	RESERVED FOR CONTEST SOLOISTS	RESERVED FOR CONTEST SOLOISTS	
3:30	RESERVED FOR CONTESTS SOLOISTS	RESERVED FOR CONTEST SOLOISTS	RESERVED FOR CONTEST SOLOISTS	RESERVED FOR CONTEST SOLOISTS	RESERVED FOR CONTEST SOLOISTS	

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The ensemble schedule commences the first week in February and goes through mid-April each year. See the separate schedule. We usually have from 35 to 40 regularly scheduled ensembles which rehearse once per week from 7:45 to 8:15 A. M. My associate director helps with this and my wife also comes to school every morning to "contribute" her time and talent to this ensemble program.

-RWD

City Population	30,000	Band Enrollment	Elem.309, Jr. Hi 213, Sr.Hi 159
School District Population	6,571 (K-12)		
Level Studied	Senior High School	Length of classes	varies:note Schedules
Staff	2	Scheduling Conflicts	None
School Enrollment	6,571 (K-12)	Participation Limitations	None
		School Day	8:00-2:30 A.M. P.M.

GILBERT G. LETTOW
ASSOCIATE DIRECTOR OF BANDS
MASON CITY HIGH SCHOOL
MASON CITY, IOWA 50401

NAME_____ INSTRUMENT_____

GRADE_____ HOMEROOM TEACHER_____ HOMEROOM_____

SPRING - 1975

TIME	MODS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:20-8:40	HR	TAAG					
8:40-9:00	1	BAND					
9:00-9:20	2						
9:20-9:40	3						
9:40-10:00	4	Drum 2B		Drum 2B	A.Sax 1A&B	Drum 2B	
10:00-10:20	5	Clar.4A	T.Sax 1	Bassoon 3	T. Sax 1		T. Sax 1
10:20-10:40	6	Fl. 2B	A.Clar.1	Oboe 2	A.Clar.1	Fl. 2B	A. Clar.1
10:40-11:00	7		B.Sax 1		Trpt.Sec.	B.Sax 1	Clar. 4A
11:00-11:20	8	Fl. 2D	A.Sax1B	A.Sax 1A	S	Fl. 2D	
11:20-11:40	9	Fr.Horn 4	B.Clar.1	S	B.Clar.1	Fr.Horn 4	B. Clar. 1
11:40-12:00	10	Fl. 2 A	A.Sax 2	Trom.3B	A.Sax 2	Fl. 2A	A. Sax 2
12:00-12:20	11	Drum 2C	Trom. 2	Drum 2C	Trom. 2	Drum 2C	Oboe 2
12:20-12:40	12	LUNCH					
12:40-1:00	13	Clar. 3	Fl. 2C	Clar. 3	Fl. 2C	Clar. 3	Trom 3 B
1:00-1:20	14	Clar.4B	A.Clar.2	Clar. 4B	A.Clar. 2	Clar. 4B	A. Clar. 2
1:20-1:40	15	Bassoon 2	Bassoon 3	Oboe 2	Bassoon 2		
1:40-2:00	16	Fl. 3	Trom.3A	Bassoon 2	Trom. 3A	Fl. 3	Trom. 3A
2:00-2:20	17	Trom.Sec.	Clar. 4C	Trom.Sec.	Drum 3	Clar. 4C	Drum 3
2:20-2:40	18	JAZZ	Fr.Horn 4	JAZZ	Drum 2A	JAZZ	Sax, Sec.
2:40-3:00	19	BAND	Drum 2A	BAND	S	BAND	S
3:00-3:05	HR	TAAG					

ADDRESS_____ TELEPHONE_____

PARENTS NAME_____ OCCUPATION_____

Shaded mod indicates TEST MOD

GILBERT G. LETTOW
ASSOCIATE DIRECTOR OF BANDS
MASON CITY HIGH SCHOOL
MASON CITY, IOWA 50401

BAND TECHNIQUE CLASSES

FLUTE 2A
Margaret Girton

FLUTE 2B
Nicki Mitchell

FLUTE 2C
Sonda Bremer
Jane Heiny
Carmen Nelson
Anita Ward
Janen Bloomfield

FLUTE 2D
Margene Mottar
Pam Rick

FLUTE 3
Jeanene Finlayson
Janna Jarvill
Nancy Wolf

OBOE 2
Gretchen Kalsow
Barb Platte

BASSOON 2
Nancy Hammarstedt

BASSOON 3
Patty Lange

CLARINET 3
Kim Olson
Jennifer Scott
Diana Stark

CLARINET 4A
Laura Gallup

CLARINET 4B
Lisa Cooper
Lori Swenson

CLARINET 4C
Mike Garrett

ALTO CLARINET 1
Lori Halverson
Becky Oalberg

ALTO CLARINET 2
Marilyn Foster

BASS CLARINET 1
Ellen Dahl
Becky Santee

ALTO SAX 1A
Joe Garcia
Brenda State

ALTO SAX 1B
Janice Opheim

ALTO SAX 2
Wendi Cline
Randy Kotz
Laurie Rippentrop

TENOR SAX 1
Rex Harris
Jerry Legraid

BARITONE SAX 1
Karen Perry

FRENCH HORN 4
Dawn Levanhagen

TROMBONE 2
Cindy Chenoweth
Scott Perrin

TROMBONE 3A
Jody Holmes
William Kalsow
Teri Pierce

TROMBONE 3B
Glen Bremer

DRUM 2A
Frank Mejia

DRUM 2B
Dave Felix
Dennis Rossum

DRUM 2C
Bruce Gettman
Dan Thorson

DRUM 3
Latju Bell

SCHEDULE FOR MR. RONALD COBERLEY
NEW LONDON JUNIOR HIGH & HIGH SCHOOL
NEW LONDON, IOWA

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Per. 1	Lessons	Lessons	Lessons	Lessons	Lessons
Per. 2	General Music Class	General Music Class	General Music Class	General Music Class	General Music Class
Per. 3	Lessons	Lessons	Lessons	Lessons	Lessons
Per. 4	H. S. Band Rehearsal 71 students Grades 9-12	H. S. Band Rehearsal	H. S. Band Rehearsal	J. H. Band Rehearsal 58 students Grades 7-8	H. S. Band Rehearsal
Per. 5	Lessons	Lessons	Lessons	Lessons	Lessons
Per. 6	Lessons	Lessons	Lessons	Lessons	Lessons
Per. 7	Lessons	Lessons	Lessons	Lessons	Lessons J.H.Band Rehearsal Bi-weekly

City Population	2000	Band Enrollment	see schedule
School District Population	690	Length of Classes	52
Level Studied	7-12	Scheduling Conflicts	--
Staff	1 1/2	Participation limitations	--
School Enrollment	285 (7-12)	School Day	8:20 A.M -3:36 P.M.

ADDITIONAL INFORMATION

Jazz Band rehearses either one morning or one evening/week for 1 hour (out of school).
Junior High Jazz Band rehearses on morning/week before school.
Additional lessons are given before and after school.

SCHEDULE FOR RICHARD BORCHARDT
MORTON JUNIOR HIGH, MAXWELL AND CASSIDY ELEMENTARYS
LEXINGTON, KENTUCKY

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	Morton Band 106 Students				
9:05	Morton Beginning Band-11 Students				
	CASSIDY ELEM.	MAXWELL ELEM.	CASSIDY ELEM.	MAXWELL ELEM.	CASSIDY ELEM.
10:30	Adv.Tmb.& Baritone 3 Students	Int. Flute 3 Students	Int. Oboe 2 Students	Int. Clarinet 5 Students	Beg.French Horn 3 Students
11:00	Beg. Flute 21 Students	Adv. Flue 3 Students	Beg. Clarinet 13 Students	Adv. Brass 2 Students	Beg. Drums 3 Students
11:30	Lunch	Beg. Flutes 3 Students	Lunch	Beg. Trombone 5 Students	Lunch
12:00	Adv. Clarinets 5 Students	Lunch	Advanced Flute 8 Students	Lunch	Int. Tuba 1 Student
12:30	Adv. Trumpet 7 students	Int. Oboe 1 Student	Int. Flute 8 Students	Int. Tmb. & spec 2 Students	Int. Alto Sax 3 Students
1:00	Int. Trumpet 5 Students	Int. Tmpt. 3 Students	Int. Clarinet 4 Students	Beg. Drums 3 Students	Adv. Drums 5 Students
1:30	Int. French Horn 3 Students	Beg. Trumpet 7 Students	Beg. Alto Sax 3 Students	Adv. Alto Sax 1 Student	Beg. Oboe 1 Student
2:00	Beg. Trombone 5 Students	Tuba & Alto Clar. 2 Students	Beg. Trumpet 17 Students	Beg. Clarinet 9 Students	Beg. Tuba 1 Student

NOTE: For the most part
Beginners-4th Gd.
Int. -5th Gd.
Adv. -6th Gd.

Elementary Band
at Morton Jr.
Cassidy & Maxwell
Students-73 total
2:50 - 3:30

Starting in Feb.
Beg. Band
About 60-65
Students
2:50-3:30

Total Enrollment
Morton - 127
Maxwell- 49
Cassidy- 121

City Population	100,000
School District Population	Data not given
Level Studied	Grades 4-6 and 7-9
Staff	1
School Enrollment	(7-9) 740
Band Enrollment	Elem. 176 + Jr.High 127=260
Length of Classes	See Schedule & Additional Inf.
Scheduling Conflicts	None
Participation Limitations	None
School Day	8:00 - 3:00 A.M. P.M.

ADDITIONAL INFORMATION

Is band during the regular school day? Yes, - Jr. Hi Can you take students out of class for lessons? Seldom - Jr. Hi. In what grade? 4-6 (Daily)
Length of lesson Elem.- 1/2 hour Number in lesson groups 1 - 8 (Varies)
Times per week 1 Times per month 4 Number of periods each day 6
Length of periods 55 minutes (Jr. H.S. Number of concert band rehearsals: per week 5 number preferred 5

SCHEDULE FOR ROBERT MC MORRAN
CENTENNIAL HIGH SCHOOL
CIRCLE PINES, MINNESOTA

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st Hour	STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL
2nd Hour	CONCERT BAND 62 students Grades-10,11,12	CONCERT BAND	CONCERT BAND	CONCERT BAND	CONCERT BAND
3rd Hour	VARSITY BAND		CONCERT BAND		PREP. CONF. CATCH UP LESSON
4th Hour	VARSITY BAND 40 students Grades-10, 11	VARSITY BAND	VARSITY BAND	VARSITY BAND	VARSITY BAND
5th Hour	VARSITY BAND SECTIONALS		CONCERT BAND SECTIONALS		PREP. CONF. CATCH UP LESSON
6th Hour	VARSITY BAND SECTIONALS		CONCERT BAND SECTIONALS		PREP. CONF. CATCH UP LESSON

City Population	11,000	Band Enrollment	120
School District Population	3,400	Length of class	55
Level Studied	10-12	Scheduling Conflicts	None
Staff	1	Participation Limitations	None
School Enrollment	700	School Day 7:45 A.M.	2:30 P.M.

Additional Information

Concert and Varsity Band sectionals are divided into 8 groups:

Group I	Flutes and Piccolo
Group II	Clarinets
Group III	Bass Cl., C Alto Cl., Oboe, Bassoon, Saxes (other arrangements are made when we have like class technic instruction)
Group IV	Cornets and Trumpets
Group V	French Horns
Group VI	Trombones and Baritones
Group VII	Tubas
Group VIII	Percussion

The sectional lessons are on a rotating basis from week to week.
Students do come out of classes.
The instrumental music department makes every attempt to completely cooperate with, and have respect for all classes offered in the curriculum.

SCHEDULE FOR EDYTHE M. MC ARTHUR
HENDERSON JR. HIGH SCHOOL
STARKVILLE, MS.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st hour	Individual Instruction 20 students Grade: 7	Individual Instruction	Individual Instruction	Individual Instruction	Individual Instruction
2nd hour	Jr. Hi Band 110 students Grade: 8,9	Jr. Hi Band	Jr. Hi Band	Jr. Hi Band	Jr. Hi Band
3rd hour	Individual Instruction 25 students Grade: 7,8,9	Individual Instruction	Individual Instruction	Individual Instruction	Individual Instruction
4th hour	Middle School Band 85 students Grade: 7	Middle School Band	Middle School Band	Middle School Band	Middle School Band
5th hour	Individual Instruction 30 students Grade: 8, 9	Individual Instruction	Individual Instruction	Individual Instruction	Individual Instruction
6th hour	Individual Instruction 30 students Grade: 7,8,9	Individual Instruction	Individual Instruction	Individual Instruction	Individual Instruction
after School	Clarinet Choir 18 students Grade: 8,9	Individual Instruction 12 students Grade: 7	Stage Band 24 students Grad:8, 9	Flute Choir 12 students Grade: 8,9	

City Population	12,000
School District Population	3,810
Level Studied	Middle school, 7 - Junior Hi 8-9
Staff	1
School Enrollment	Junior Hi-650/7th-325
Band Enrollment	55
Length of classes	See Schedule
Scheduling Conflicts	None
Participation	None
School Day	8:00 A.M. - 3:00 P.M.

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SCHEDULE FOR DARWYN SNYDER
WEST SIDE HIGH SCHOOL
WESTSIDE COMMUNITY SCHOOLS
OMAHA, NEBRASKA

	7:15 A	7:00 B	7:00 C	D	E
8:00	Band Staff meeting	Stage Band	Concert Jazz Band	Stage Band	Concert Jazz Band
	Home Room				
1		Music Exploration (a general music class)		Mallet Sectional	
~~8:30~~ 2	Bone Sectional		Percussion Sectional		
3				Flute Sectional	Bassoons & Saxes Sectional
4	Hall Supervision		Music Exploration		
~~9:30~~ 5		Baritone Sectional		Tuba Sectional	
6					
7		Soph. Saxes Sectional		Cornet-Trumpet Sectional	
~~10:30~~ 8					
9				Sophomore Brass	
10					
11					
12	Clarinet Sectional				
13		Top Band	Soph., Band		
~~12:30~~ 14	Horn Sectional				
15					
16					
~~1:30~~ 17		Sophomore Clarinets		Concert Jazz Band	
18					
19	Top Band	Soph., Band	Top Band	Soph Band	Top Band
~~2:30~~ 20					
21					
~~3:10~~		Clarinet Sectional Extra Work			Meetings

City Population	40,000
School District Population	9,300
Level Studied	High School

ADDITIONAL INFORMATION

Westside Community Schools is an independent public school system located on the west side and within the city of Omaha. The District was formed in 1947 with the merger of three rural districts. Approximately 40,000 people now live in its 12 square miles and send over 9300 children to its twelve elementary schools, three junior high schools, and one high school.

Students may begin the study of instrumental music the last half of the 4th grade if they are interested in playing violin, viola, or cello. All other instruments are started when students begin the 5th grade.

The growth of the instrumental Music Program in the Westside Schools began in earnest in 1954. At that time twenty-five high school musicians and about the same number of junior high age instrumentalists were formed into the first "Warrior" band and aJr. High Reserve group. Constant growth in the number of students and the addition of instumental music teaches characterized the next few years. There are now 1400 students playing instruments in a variety of bands, orchestras, stage bands, and ensembles. A wide range of musical experience is available to these students.

Many honors have come to the District 66 bands in the form of invitations to play at various clinics and conventions. Performances in past years have included three concerts for the Nebraska Music Educators, a concert for the Mid-West Administrator's Drive-in Conference, and concerts for both the Nebraska Bandmasters Organizations. The band last played for the M.E.N.C. in Cincinnati in March, 1971 and also for the national convention of the A.S.B.D.A. that same year. A 1 rating was awarded the band at the Six-Flags over Mid-America contest in St. Louis in May of 1973.

SCHEDULE FOR VONDIS MILLER
CHURCHILL HIGH SCHOOL
EUGENE, OREGON

8:00	Beginning Band at Kennedy Junior High
9:15	Arrive at Churchill High School Act as resource person to give lessons, assist with independent music projects.
12:30	Concert Band Class
1:20	Wind Ensemble Class
2:00	Jazz Ensemble Class

City Population	100,000
School District Population	c 24,000
Level Studied	6-7 and 10-12
Staff	1
School Enrollment	Data not given
Band Enrollment	165
Length of Classes	See Schedule
Scheduling Conflicts	None
Participation Limitations	None
School Day	8:00 A.M. - 3:00 P.M.

SCHEDULE FOR DONALD BUTCH
ROOTSTOWN HIGH SCHOOL
ROOTSTOWN, OHIO

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:40 1	6 Grade Flute Class	6 Grade Clarinet Class			6 Grade Sax Class
8:28 2	Stage Band 1	Stage Band 2	Stage Band 1	Stage Band 2	Stage Band 1
9:16 3	Lessons	Lessons	Lessons	Lessons	Lessons
10:04 4	Lessons	Lessons	Lessons	Lessons	Lessons
10:52 5-1	Wind Ensemble	Wind Ensemble	Wind Ensemble	Wind Ensemble	Wind Ensemble
11:25 5-2	Concert Band	Concert Band	Concert Band	Concert Band	Concert Band
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12:31 6	Lessons	Lessons	Lessons	Lessons	Lessons
1:19 7	Lessons	Lessons	Lessons	Lessons	Lessons
2:00	5th Grade Band	5th Grade Band	5th Grade Band	5th Grade Band	5th Grade Band

City Population	6000	Band Enrollment	262
School District Population	1900	Length of class	42
Level Studied	5-12	Scheduling Conflicts	None
Staff	2	Participation Limitations	None
School Enrollment	(K-12) 1900	School Day	7:40 A.M. - 2:45 P.M.

Additional Information

Our schedule is unique. All students are placed in band before the school schedule is devised. No one is deprived. Periods are 42 minutes except the 5th. The 5th period is 1 1/2 hours (3 lunch periods). It consists of 1 hour class and 1/2 hour lunch for all students. During football (1 marching band) all band members have 1 hour band and 1/2 hour lunch. For concert band, we divide into two 45 minute band periods. Band members get an extra 15 minute lunch during concert season.

SCHEDULE FOR MR. ROBERT YOUNG AND STAFF
EDMOND PUBLIC SCHOOLS
EDMOND, OKLAHOMA

TEACHING SCHEDULE, SCHOOL YEAR 1974-75

MR. YOUNG

7:30 - 8:40 AM - High School Band
8:50 - 9:45 - High School Band
10:50 - 10:45 - Planning
11:50 - 12:20 PM - Lunch
12:25 - 1:20 - Supervision
1:30 - 2:15 - Will Rogers 6th (MWTh)
2:15 - 3:00 - Clegern 6th (MWTh)

MR. COALE

7:30 - 8:40 AM - High School Band
8:50 - 9:45 - High School Band
9:50 - 10:45 - Planning
10:50 - 11:45 - Applied Music Class (11-12)
11:50 - 12:20 PM - Lunch
12:30 - 1:15 - Northern Hills 6th (MWTh)
1:25 - 2:20 - 8th Grade Percussion
2:25 - 3:20 - 8th Grade Winds

MR. WREN

7:30 - 8:40 AM - 9th Grade Band
8:50 - 9:45 - 9th Grade Band
9:50 - 10:45 - Planning
10:50 - 11:45 - 7th Grade Brass
11:50 - 12:20 PM - Lunch
12:45 - 1:30 - Risner #1 6th (MWTh)
1:30 - 2:15 - Risner #2 6th (MWTh)
2:30 - 3:15 - R. Daugherty 6th (MWTh)

MR. ALLEN

7:30 - 8:40 AM - High School or 7th as needed
8:50 - 9:45 - High School or Planning
9:50 - 10:45 - 7th Grade Woodwinds
10:50 - 11:45 - 7th Grade Brass
11:50 - 12:20 PM - Lunch
12:25 - 1:20 - 7th Grade Percussion
1:30 - 2:15 - Ida Freeman 6th (MWF)
2:30 - 3:15 - Sunset 6th (MWF)

ADDITIONAL INFORMATION

ALL SIXTH GRADE CLASSES WILL MEET ON MONDAY, WEDNESDAY AND THURSDAY OF EACH WEEK DURING THE SCHOOL YEAR 1974-75 WITH THE EXCEPTION OF IDA FREEMAN AND SUNSET SCHOOLS WHICH WILL MEET ON MONDAY, WEDNESDAY AND FRIDAY.

CLASSES WILL COMMENCE ON WEDNESDAY, SEPTEMBER 18.

WILL ROGERS AND CLEGERN SCHOOLS WILL BE BUSED TO THE MEMORIAL HIGH SCHOOL BAND ROOM FOR THEIR BAND CLASS. NORTHERN HILLS SCHOOL WILL BE BUSED TO THE MID-HIGH SCHOOL BAND ROOM FOR THEIR BAND CLASS.

SIXTH GRADE BAND INSTRUCTORS WILL BE TEAM TEACHING IN THE MID-HIGH SCHOOL AND THE SEVENTH GRADE SCHOOL ON THE DAYS THAT THEY ARE NOT AT THE GRADE SCHOOLS.

INSTRUMENTAL MUSIC STAFF MEETINGS WILL BE HELD WEEKLY AS ARRANGED BY MR. YOUNG.

SCHEDULE FOR JAY BURCHAK
DAVID DOUGLAS HIGH SCHOOL
PORTLAND, OREGON

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st hour					
2nd hour	Concert Band 50 students Grade 10	Concert Band	Concert Band	Concert Band	Concert Band
3rd hour	Stage Band II 25 students Grades 9,10	Stage Band II	Stage Band II	Stage Band II	Stage Band II
4th hour	Teacher Preparation Time	Preparation	Preparation	Preparation	Preparation
5th hour	Lunch	Lunch	Lunch	Lunch	Lunch
6th hour					
7th hour	Concert Band Grade 9 65 students	Concert Band	Concert Band	Concert Band	Concert Band

City Population	383,000
School District Population	40,000
Level Studied	Elementary and High School
Staff	2*
School Enrollment	2700*
Band Enrollment	616
Length of classes	57
Scheduling Conflicts	An 8 period day would help the program
Participation Limitations	No student, may take more than 3 music classes.
School Day	8:15- 3:00 A.M. P.M.

Additional Information

Staff--Two part-time band instructors; the remainder of this schedule is filled in with 2 grade schools given to each director. The 7th hour Band is a team teaching class, hence much ensemble and section work can be done at this time.
Grade School Bands are taught 1st and 6th hours-daily, 45 minutes.

SCHEDULE FOR ZARDIS HOFFMAN
ROBERT FROST INTERMEDIATE SCHOOL
FAIRFAX, VIRGINIA

Period	Class	Grade Level
1	Planning period	
2 9:30 - 10:25	Symphonic Band	8th
3 10:30 - 11:22	Concert Band	8th
Lunch 11:22 - 11:54		
4 11:54 - 12:49	Symphonic Band	7th
5 12:57 - 1:48	Concert Band	7th
6 1:53 - 2:48	Beginning Band	7th & 8th

City Population	Data not Given
School District Population	Data not Given
Level Studied	7 - 8
Staff	1
School Enrollment	1100 (7-8)
Band Enrollment	206 (7-8)
Length of Classis	54
Scheduling Conflicts	None
Participation Limitations	None
School Day	8:25 A.M. - 2:50 P.M.

ADDITIONAL INFORMATION

After School activities can be planned on a regular basis as there are late buses which the students may ride home, leaving school at 4:00. This allows remedial work as well as planning regular rehearsals for special groups, e.g. stage band.

SCHEDULE FOR RALPH HUGHES
ELKHORN HIGH SCHOOL
ELKHORN, WISCONSIN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st hour	SIXTH GRADE FLUTES	SIXTH GRADE CLARINETS	SIXTH GRADE FLUTES	SIXTH GRADE CLARINETS	SIXTH GRADE SAXOPHONES
2nd hour	DEPT.CHAIRMAN OR H.S.LESSONS	DEPT.CHAIRMAN OR H.S.LESSONS	DEPT.CHAIRMAN OR H.S. LESSONS	DEPT.CHAIRMAN OR H.S. LESSONS	DEPT.CHAIRMAN OR H.S. LESSONS
3rd hour	PREPARATION OR LESSONS	PREPARATION OR LESSONS	PREPARATION OR LESSONS	PREPARATION OR LESSONS	PREPARATION OR LESSONS
4th hour	WIND ENSEMBLE 45 Students Grades 9-12 mostly 10-12	WIND ENSEMBLE	WIND ENSEMBLE	WIND ENSEMBLE	WIND ENSEMBLE
5th hour	FIFTH GRADE	FIFTH GRADE	FIFTH GRADE	H.S. LESSONS	H.S.LESSONS
6th hour	JAZZ ENSEMBLE	H.S. LESSONS	H.S. LESSONS	H.S. LESSONS	HAZZ ENSEMBLE
7th hour	CONCERT BAND 65 Students Grades 9-12	CONCERT BAND	CONCERT BAND	CONCERT BAND	CONCERT BAND

City Population	3992
School District Population	Data not given
Level Studied	all levels
Staff	1
School Enrollment	761
Band Enrollment	See Schedule
Length of Classes	55
Scheduling Conflicts	Students not always available for Lessons when instructor has free time.
Participation Limitations	Students may apply 4 music credits toward graduation. One credit per year.
School Day	Data not given

SCHEDULE FOR DAVE RUEL
OCONOMOWOC JR. HIGH SCHOOL
OCONOMOWOC, WISC.

DAILY SCHEDULE

1st hour 8:10	7th Grade Band Teacher B Assist 7th Gr. Band Student Teacher Administrative duties Teacher A	
2nd hour	CONCERT BAND Teacher A Assist C. Band Student Teacher Lessons Teacher B	(FRIDAY) ADVANCED JAZZ ENSEMBLE Teacher A CONCERT BAND Teacher B
3rd hour	LESSONS Teacher A LESSONS Student Teacher LESSONS Teacher B	ADVANCED JAZZ ENSEMBLE Teacher A (Alternate weeks we meet for two periods)
4th hour	LUNCH & LUNCH DUTY Teacher A & B Lunch Student Teacher	
5th hour	LESSONS Teacher A LESSONS Student Teacher preparation Teacher B	
6th hour	LESSONS Teacher A LESSONS Teacher B LESSONS Student Teacher	
7th hour	CADET BAND & TECHNIQUES CLASS Teacher A & B alternate Assist Large Groups Student Teacher	
8th hour	7th GRADE BAND Teacher B Assist 7th Gr. Band Student Teacher Administrative Duties Teacher A	

3:30 - 4:30 (THURSDAY)
BEGINNING JAZZ ENSEMBLE
Teacher A & B

City Population	7500
School District Population	5240
Level Studied	7-9
Staff	2 1/2
School Enrollment	1100
Band Enrollment	260
Length of classes	50
Scheduling Conflicts	None
Participation Limitations	None
School Day	2:10 A.M. - 3:30 P.M.

ADDITIONAL INFORMATION

Scheduling Philosophy:

All students enrolled in band receive a like- instrument, like-ability group lesson (Ave. 5) once a week. This is on a rotating schedule thereby taking a student from the same time period once every three weeks. Scheduling is done on a 9 week basis and students may be reassigned ability groupings at the end of each nine weeks.

There are four regularily (daily) scheduled bands. Two are 7th grade only and two are 8th - 9th only. The 7th grade bands are scheduled by computer giving them equal instrumentation but without regard to ability. The 8th-9th bands are ability grouped. In addition to these bands there is a TECHNIQUES CLASS for learning disability kids. This meets daily and is made up of 7,8,9th graders who do not meet minimum performance standards. These students are helped towards passing a minimum standard which will graduate them at any time into one of the performing bands. Likewise band students who regress are relegated to the techniques class and lose their performance privileges. (Efforts are made, however, to include the techniques class with the CADET BAND in at least one performance per year.)

TEACHING SCHEDULE:

Teacher A (Myself)
- 2 large group rehearsals daily
- 3 group lessons daily
- 1 lunch and lunch duty period daily
- 2 administrative duties periods daily

Teacher B (Lois Schmidt)
- 3 large group rehearsals daily
- 3 group lessons daily
- 1 lunch and lunch duty period daily
- 1 preparation and recuperation period daily

Student Teacher
- 3 group lessons daily
- Assist with all rehearsals
- Conduct at each performance

There is another area, however, that we as band people should be concerned about and that is general music. Feel that band should be one spoke of this very important hub. General music should be organized like our library media centers with full time professionals available at all times. Scheduling of this room should be such that all large groups (band, orch, choir) can take frequent rehearsal hours for general music activities. We are working in this direction in Oconomowoc.

SCHEDULE FOR ROGER LALK
WEBSTER STANDLY MIDDLE SCHOOL
915 HAZEL STREET
OSHKOSH, WISCONSIN 54901

SCHEDULE FOR 1975 - 1976 SCHOOL YEAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st hour	Preparation Period	Preparation Period	Preparation Period	Preparation Period	Preparation Period
2nd hour	6th Grade Beginning Band Class 30 students	6th Grade Class meets daily			
3rd hour	6th Grade Beginning Band Class 31 students	6th Grade class meets daily			
4th hour	6th Grade Beginning Band Class 30 students	6th Grade class meets daily			
5th hour	6th Grade Beginning Band class 30 students	6th Grade class meets daily			
6th hour	Warrior Band 72 7th Graders	Warrior Band meets daily			
7th hour	Concert Band 65 8th graders 15 7th graders	Concert Band meets daily			

City Population	53,221
School District Population	Data not given
Level Studied	Middle School (6-8)
Staff	1
School Enrollment	721
Band Enrollment	273
Length of classes	45
Scheduling Conflicts	None
Participation Limitations	None
School Day	Data not given

ADDITIONAL INFORMATION

Classes scheduled outside the school day

Sectional rehearsals at 7:30 each day. Each section of the Concert Band meets once every other week. i.e.: flutes every other Monday, clarinets every other Tuesday, etc.

Jass Band meets twice a week during noon hours.

All 6th grade band members meet after school three times prior to a concert.

Additional Information

The equally divided 6th grade classes are scheduled hetrogeniously. The are large beginning classes but there is merit in starting beginners this method.

1. Each class can be treated like a small band after a few months of playing. The classes are large enough to use full band arrangements as supplimentary material thus realizing the band sound.

2. The percentage of drop outs is less in large beginning classes. The psychology of numbers (many students are doing it) is in effect.

3. Because I meet them on a daily basis there is ample time for individual testing, solving individual problems, and creating favorable relationships and attitudes with these beginning students.

SCHEDULE FOR RODNEY GIBSON
NORTH SENIOR HIGH SCHOOL
SHEBOYGAN, WISC. 53081

Robert C. Donald, Music Supervisor

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Woodwind Club	Wind Ensemble 45 students Grade:10-12	Brass Club	Wind Ensemble 45 students Grade: 10-12	Percussion Club
2	Concert Band 112 Students Grades: 10-12	→	→	→	→
3	Junior and Beginning Band 10-15	→	→	→	→
4 5-6 7-8	Elementary School Instruction	→	→	→	→
9	Prep	Dixieland Band	Prep	Prep	Prep

City Population	48,000
School District Population	11,319
Level Studied	10-12
Staff	1
School Enrollment	1563
Band Enrollment	--
Length of Classes	52
Scheduling Conflicts	None
Participation Limitations	None
School Day	8:00 A.M. - 2:30 P.M.

ADDITIONAL INFORMATION

Woodwind Club - Brass Club and Percussion Club are sectional rehearsals of the Concert Band. Students are scheduled into periods 1 & 2 for band so that there are no conflicts.

SCHEDULE FOR NICHOLAS J. CONTORNO AND STAFF
KETTLE MORAINE HIGH SCHOOL
WALES, WISCONSIN 53183

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	Contorno	Buelow	Contorna	Buelow	Contorno	Buelow	Contorno	Buelow	Contorno	Buelow
1st hour	Theory	Study Hall	Lessons	Study Hall	Theory	Study Hall	Lessons	Study Hall	Theory	Study Hall
2nd hour	Concert Band 84 memb. Grades 9.10.11. 12	Lessons	Concert Band	Lessons	Concert Band	Lessons	Concert Band	Lessons	Concert Band	Lessons
3rd hour	Lessons	Varsity Band 18 memb. Grades 9,10,11, 12	Lessons	Varsity Band	Lessons	Varsity Band	Lessons	Varsity Band	Lessons	Varsity Band
4th hour	Symphonic Band 84 memb. Grades 9,10,11, 12	Color Guard 30 memb. Grades 9,10,11, 12	Symphonic Band	Color Guard	Symphonic Band	Color Guard	Symphonic Band	Color Guard	Symphonic Band	Color Guard
5th hour	Lessons	Lessons / Travel To	Lessons	Lessons / Travel To	Lessons	Lessons / Travel To	Lessons	Lessons / Travel To	Lessons	Lessons / Travel To
6th hour	Lessons	Zion School	Lessons	Cushing School	Lessons	Middle School	Lessons	Travel To Cushing School	Lessons	Middle School
7th hour	Lessons	↓	Lessons	↓	Lessons	↓	Lessons	↓	Lessons	↓

City Population	691
School District Population	Data not given
Level Studied	all
Staff	1 1/2
School Enrollment	800
Band Enrollment	239
Length of Classes	55
Scheduling Conflicts	None
Participation Limitations	None
School Day	Data not Given

ADDITIONAL INFORMATION

NOTE: 1) All Band Student must have one lesson per week either private or in small groups from a staff member.

2) Two Jazz Ensembles and two Dixie Combos meet after school hrs. Average 4 1/2 hrs. each per week.

3) Both Concert and Symphonic Bands present half-time shows

4) A Beginning Band is also available.

SCHEDULE FOR HARVARD ERDMAN
WAUTOMA HIGH SCHOOL
WAUTOMA, WISCONSIN 54982

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st Hour 8:30-9:20	Lessons	Lessons	Lessons	Lessons	Lessons
2nd Hour 9:23-10:13	Lessons	Lessons	Lessons	Lessons	Lessons
3rd Hour 10:16 11:06	Lessons	Lessons	Lessons	Lessons	Lessons
Acti-vity Per.	11:09 - 11:36 Lessons	Lessons	Lessons	Lessons	Lessons
4A 11:39 12:02	Wind Ensemble (C.B.Study Hall)	Concert Band (Wind Ensemble) Study Hall	Wind Ensemble (Concert Band) Study Hall	Concert Band (Wind Ensemble) Study Hall	Wind Ensemble (C.B. Study Hall)
4B 12:06 12:29	Wind Ensemble (Concert Band) Lunch	Concert Band (Wind Ensemble) Lunch	Wind Ensemble (Concert Band) Lunch	Concert Band (Wind Ensemble) Lunch	Wind Ensemble (Concert Band) Lunch
4C 12:23 12:56	Concert Band (Wind Ensemble) Lunch	Wind Ensemble (Concert Band) Lunch	Concert Band (Wind Ensemble) Lunch	Wind Ensemble (Concert Band) Lunch	Concert Band (Wind Ensemble) Lunch
5th Hour 12:59 1:49	Lessons	Lessons	Lessons	Lessons	Lessons
6th Hour 1:52 2:42	Lessons	Lessons	Lessons	Lessons	Lessons
7th Hour 2:45-3:35	Lessons	Lessons	Lessons	Lessons	Lessons
3:45 / ?	Solos and Ensembles	Solos and Ensembles	Solos and Ensembles	Solos and Ensembles	Solos and Ensembles

99

Additional Information

City Population	1500	
School District Population	1400	
Level Studied	9-12	
Staff	1 (Full time)	
School Enrollment	475	
Band Enrollment	115	
Length of class	See Schedule	
Scheduling Conflicts	None	
Participation Limitations	None	
School Day	8:30 A.M.	3:30 P.M.

Schedule is basically a band rehearsal and lesson approach. Jazz Ensemble, sectionals, etc. meet outside of school time.

The band rehearsal schedule provides an excellent opportunity for combining the bands for marching, pep bands and any other combination type functions.

It makes it possible to move personnel from one band to the other, should the need arise at any time.

We generally do not have scheduling conflicts. We work closely with the guidance department and the principal in setting up the students programs.

The lessons are individual for the most part, however we do use a group approach frequently, depending on the students' need.

To whom it may concern:

Music is of great importance in the Wautoma High School. We realize the values it has and we are happy to say that almost one-half of our students participate in some phase of the music program.

Because of this big participation, we do everything we can to implement the program. We have two bands which we schedule back-to-back and a chorus that is scheduled on a period other than band. Next year we will add general music to our curriculum. On the periods when band or chorus meet, we schedule only those classes that have two more sections offered.

When actually scheduling each student, we schedule band and/or chorus first and then add the other classes. It is a very rare situation when a student has had to relinquish any music class in order to be able to take some other necessary class.

Mable Baumann
High School Principal